The Changing Landscape of Teacher Education: CCTC Update and Priorities for 2014

Spring Intern Directors Meeting
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Overview

- Numbers and Trends
  - Enrollment decline continues
  - Diversity improves slightly
  - Decline in credentials issued
  - Possibility that numbers are beginning to turn
- Budget impacts
- General updates
  - What we have been working on
  - Work that is pending
  - Questions we are pondering
- Strengthening Quality and Accountability in Educator Preparation

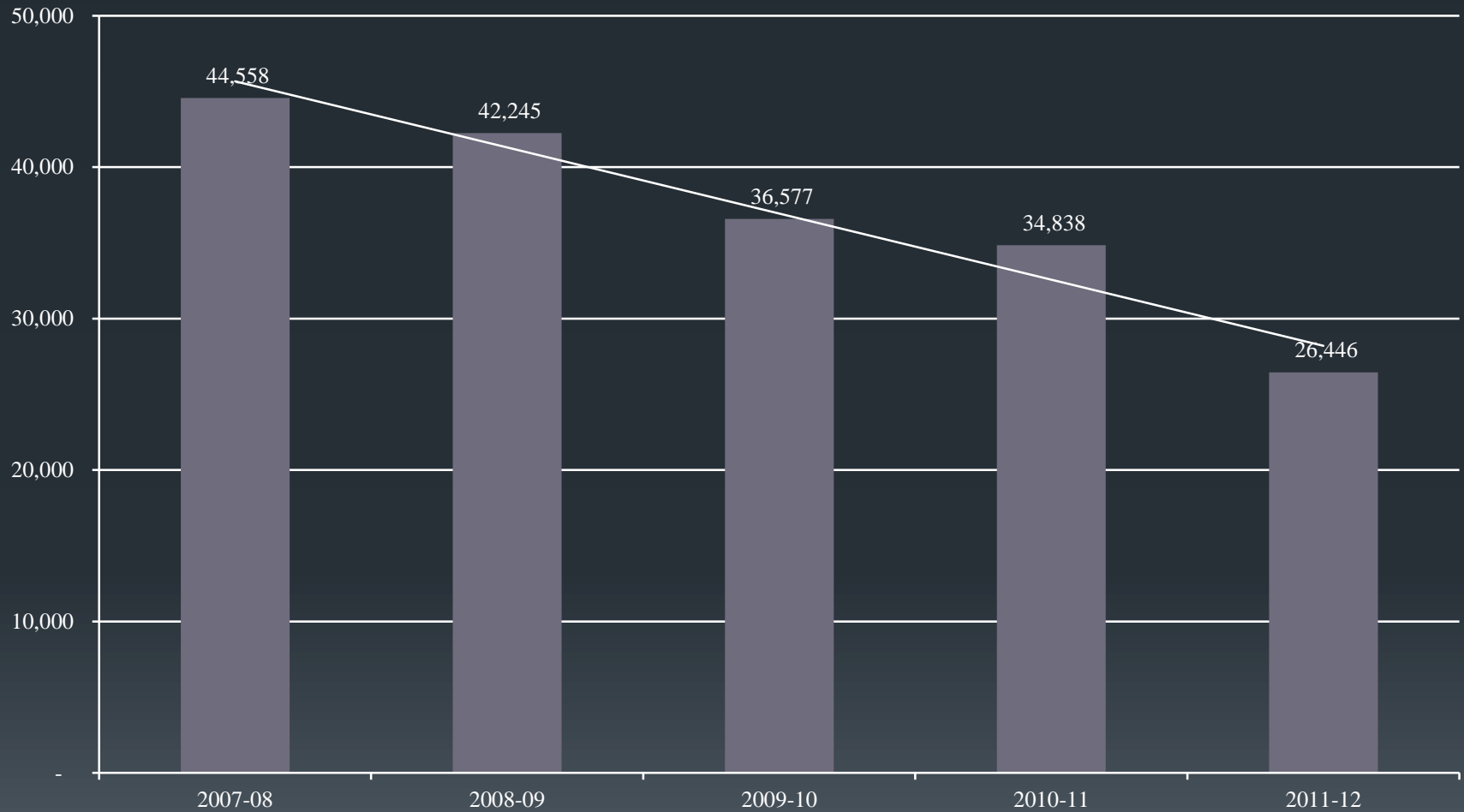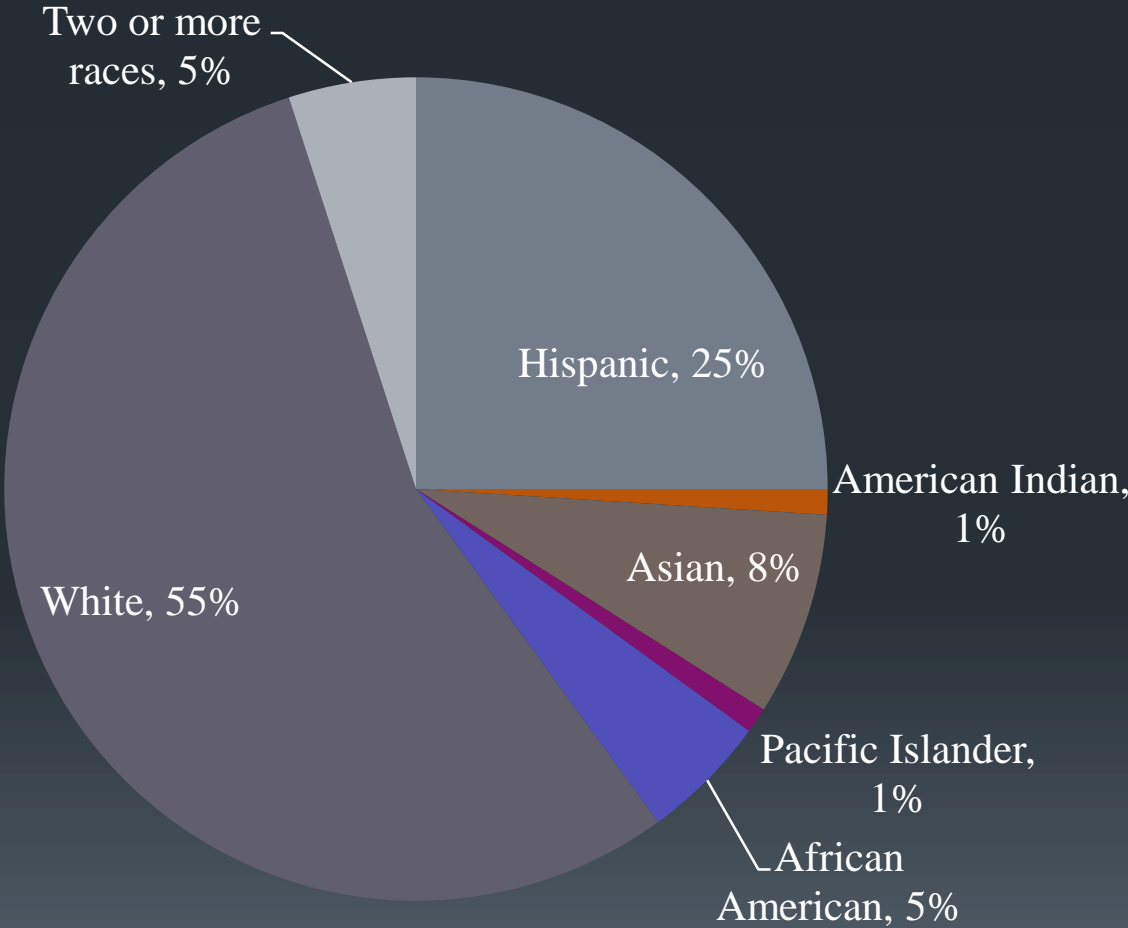Teacher Preparation Program Enrollment, 2007-2008 to 2011-2012

Figure 3: Enrollment by Race and Ethnicity, 2011-2012

Two or more races, 5%

Hispanic, 25%

American Indian, 1%

Asian, 8%

White, 55%

Pacific Islander, 1%

African American, 5%

Application Volume

Accumulative Credential Data
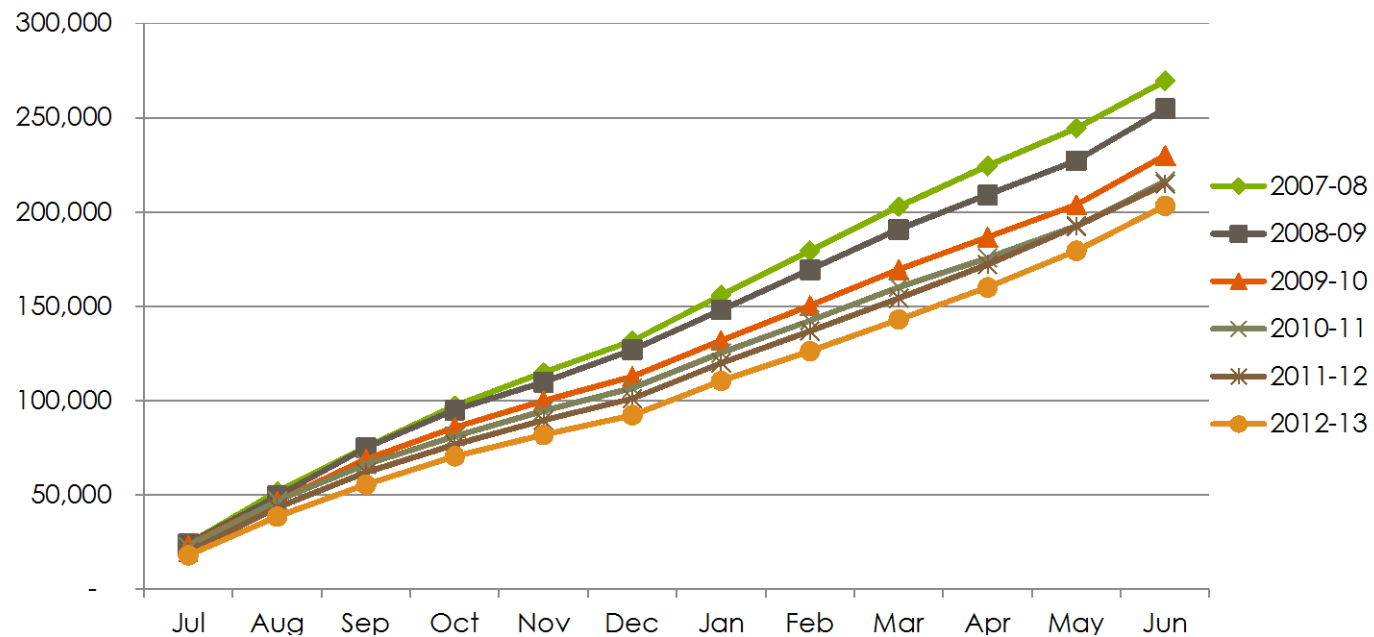
Figure 4: Statewide Certification Data for 2011-2012

- In state:

Credential Type	2011-12	2012-13
Multiple Subject	5,133	4,573
Single Subject	5,275	4,713
Education Specialist	3,162	2,803
CA IHE	13,330	12,089
District Prepared	240	350

- Out of state:

Credential Type	2011-12	2012-13
Multiple Subject	1,134	1156
Single Subject	1,245	1151
Education Specialist	501	506

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Projected Teacher Hires												
Year	**2002-03**	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	**2011-12**	2012-13	**2013-14**
State Total	**29,468**	25,347	22,965	22,072	21,459	20,812	19,636	17,077	10,865	**10,360**	13,127	**13,418**

Source: CDE Data Quest, Projected Teacher Hires

Now and then

2013/14 FY
Projected Expenditures

- Salaries & Wages
- OE&E - Discretionary
- OE&E - Nondiscretionary

25.7%
3.8%
70.6%

2007/08 FY
Expenditures

- Salaries & Wages
- OE&E - Discretionary
- OE&E - Nondiscretionary

19.9%
12.3%
67.8%
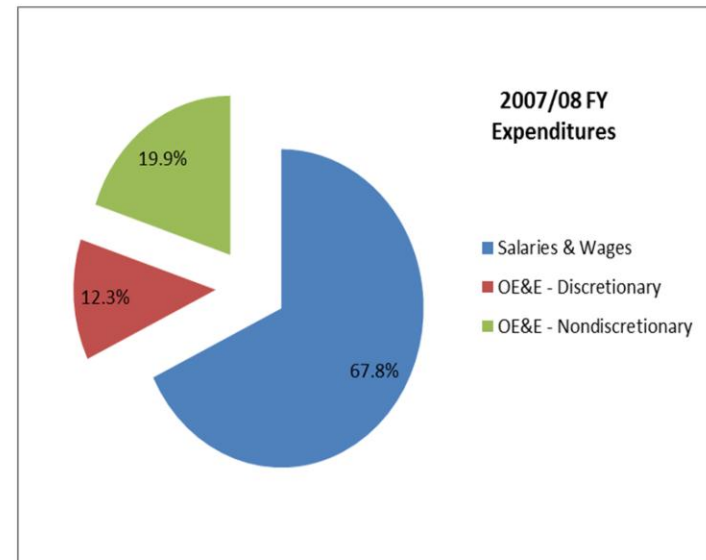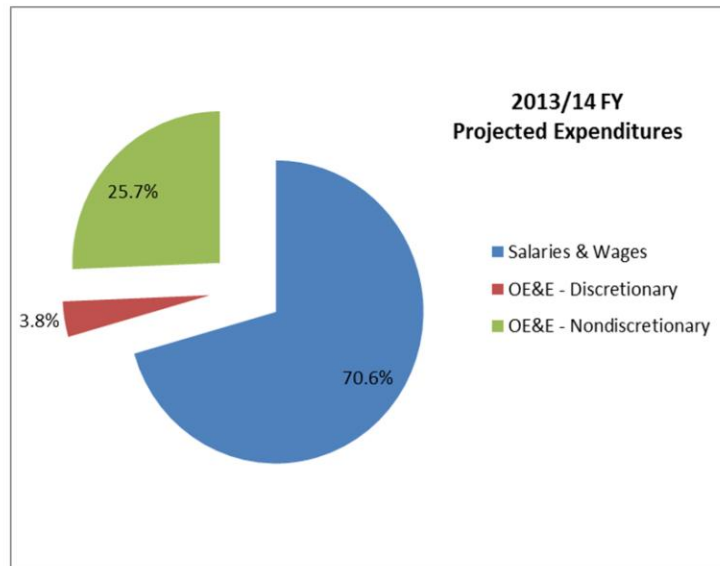
Things we've been working on

- Operational effectiveness in discipline, credentialing, communications
- New standards for Adaptive PE, WL:ELD, Admin Services
- Modifications to standards to improve delivery of services to English learners
- Alignment of TPEs and CSET with CCSS
- Finalization of the TAP panel work: 40 recommendations
- Review of the edTPA: approval for limited pilot
- New policy to require administrators to complete an APA
- Piloted a program completer survey
- Suspended, restarted accreditation site visits

On the horizon…

- Credential structure issues raised by TAP
  - Developmental credentials
  - Emphasis areas (CTE, ECE, MG, TL)
  - Streamlined Science Credentials
  - Foundational mathematics
- PPS standards development
- Special education task force
- Next steps on CCSS and NGSS
- Multiple and single subject standards
- Next steps on performance assessments
- Survey development
- Refining and improving the accreditation system

Questions we are pondering…

- How do we know that teacher preparation in California is
  - Focused on the right things?
  - Of high quality?

- What aspects of the current system yield the greatest insight into program quality?

- How can we use available performance indicators to sharpen our understanding of program quality and improve our accreditation system?

The current system…

- … is comprehensive

- … is process heavy, compliance oriented, and relies on extensive document production and review

- … is driven by lengthy, complex, comprehensive standards

- … is not using existing performance indicators systematically or well

- … is time and resource intensive for programs and the CTC

- … is vulnerable to attack by other approaches to evaluating quality in educator preparation

Systems that inform quality

- Three interdependent systems impact quality and shape accountability in educator preparation

  - Standards for preparation (Input measures)
  - Performance assessments, examinations, other (Outcome measures)
  - Accreditation

- Improving quality and sharpening accountability requires attention to all three of these systems

CTC Goals for 2014

- Focus on the essentials
  - Streamline and reduce the prescriptive nature of standards
  - Ensure that standards support high leverage practices, encourage innovation
- Increase reliance on outcome measures:
  - Performance assessments
  - Educator surveys
  - Employer surveys
  - Other indicators (admissions, program completion rates, employment rates, retention rates, etc.)
- Decrease over-reliance on lengthy documentation

Redesigning standards…

- Common standards:
  - What do we need?
  - What can we live without?
  - What does a 21st century conception look like?

- Program standards:
  - Focus on essential structural elements:
    - Content and Performance Expectations
    - Opportunity to learn
    - Field Experiences
    - Assessment of Readiness to Begin Practice
  - What can we let go of?

Improving Models and Uses of Performance Assessments

- Incorporate new TPEs, Common Core Standards, NGSS
- Strengthen reliability within models
- Create comparability across models
- Incorporate results into program review
- Bring Performance Assessment into Administrator licensing and accreditation
- Develop comparable outcome measures for all credential areas

Accreditation 4.0…

- Hold programs accountable for producing graduates who demonstrate competence, readiness to begin
- Build a system in which descriptive data about programs is combined with common outcome data in the form of surveys, assessment scores, entry and retention rates, and other evidence of candidate success.
- Make information about programs more transparent and more easily analyzed.
- Evaluate whether there are aspects of program design that are associated with particularly strong outcomes, and use these analyses to help inform the field and the CTC about how to engage in continuous improvement.
- Invest in our data and technology systems to support this goal and make these kinds of data available in the accreditation system and accessible on our website